

Revised 9-30-08

Fairfax County Public Schools

School Improvement Plan
2008-2009

Beech Tree Elementary School

Cluster III

Terry Phillips, Principal

FCPS School Improvement Planning Process “Continuous Improvement”



COMMITTEE MEMBERS

| Name | Position | Name | Position |
|---|----------------------------|------|----------|
| Terry Phillips | Principal | | |
| Karim Daugherty | AP/Committee Chair | | |
| Erika Aspuria | LEAD Administrative Intern | | |
| Donald Reinecker Rob Walnock | Math Co-Chairs | | |
| Heather Martins | Social Studies | | |
| Chris Cooney Kristen Robinson Ellen Valentine | Language Arts Co-Chairs | | |
| Colleen Vaughan Kelly Fields | Science | | |
| Lori Simon | Fine Arts Chairperson | | |
| Stacy Carter Shannon King | Garden Co-Chairs | | |
| Dianne Jennings | Center Lead Teacher | | |
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VISION AND MISSION STATEMENTS AND CORE VALUES/BELIEFS

FAIRFAX COUNTY PUBLIC SCHOOLS—VISION STATEMENT

LOOKING TO THE FUTURE—FCPS prepares all students for the world of the future, by giving them a broad spectrum of opportunities to prepare for education and employment beyond high school. All graduates are productive and responsible members of society, capable of competing in the global economy, and motivated to pursue learning throughout their lifetimes.

COMMITMENT TO OPPORTUNITY—FCPS values its diversity, and acknowledges that all people contribute to the well-being of the community. FCPS provides opportunities for all its students and employees to grow educationally, personally, and professionally.

COMMUNITY SUPPORT—Fairfax County embraces its schools. Businesses and community members generously volunteer their time and resources to help students. Schools are integrated into the fabric of the community, and residents take pride in their schools. The success of FCPS draws businesses to Fairfax County. Citizens support the financial and capital needs of the school system.

ACHIEVEMENT—Fairfax County students achieve at high levels across a broad spectrum of pursuits. FCPS values a well-rounded education that goes beyond basics, and encompasses the arts, literacy, technology, and preparation for the world of work. FCPS provide a breadth and depth of opportunities to allow all students to stretch their capabilities.

ACCOUNTABILITY—FCPS is accountable for the academic achievement of all students. FCPS measures academic progress to ensure that all students, regardless of race, poverty, language, or disability, will graduate with the knowledge and skills necessary for college and/or employment. FCPS spends money wisely. FCPS directs funds to the classroom, and finds ways to improve performance across the spectrum of academic programs and business processes.

FAIRFAX COUNTY PUBLIC SCHOOLS—MISSION STATEMENT

Fairfax County Public Schools, a world-class school system, inspires, enables, and empowers students to meet high academic standards, lead ethical lives, and demonstrate responsible citizenship.

BEECH TREE ELEMENTARY SCHOOL—VISION STATEMENT

At Beech Tree we work together to create a true community environment where the staff and families work in partnership to support multiple generations in reaching their goals.

BEECH TREE ELEMENTARY SCHOOL —MISSION STATEMENT

Our mission as a school community is to foster a love of learning and help students meet their individual potential by working cooperatively, modeling positive behaviors, and creating an atmosphere of safety and trust so that students will be able to solve problems, advocate for their needs, and be inspired to think creatively.

BEECH TREE ELEMENTARY SCHOOL —CORE VALUES/BELIEFS

- Everyone can learn; we just do it differently
- We all have strengths and weaknesses and learn from mistakes
- We work together as a family
- We celebrate our diversity and use it as a resource
- We all take responsibility for our learning

SPECIAL PROGRAMS

Special programs at Beech Tree include:

❖ Quality Early Childhood Practices

Many of Beech Tree's teachers are team teaching and all are implementing Quality Early Childhood Practices (i.e., active, hands-on learning; age and individually appropriate curriculum and instruction; responsiveness to cultural and linguistic diversity; authentic assessment; flexible grouping; differentiated instruction; learning stations; opportunity for choice; meaningful and relevant curriculum; and a safe and supportive classroom environment). The primary staff has developed an integrated curriculum for their students involving social studies and science objectives for further effective instruction. We also have implemented a model of all-day kindergarten programming and have had many staff trained in the Responsive Classroom approach. Upper and primary grade family meetings (all staff working with students at these levels) are held bi-weekly to continue staff development in order to meet the academic and social needs of each child.

❖ Partners in Print Program

This is a parent-involvement program designed for our primary grade families that unites teachers, parents, and children to foster lifelong reading success. The program consists of three evening sessions throughout the school year and is funded through the Title I grant as well as school-based monies.

❖ Parent Programs

The Beech Tree staff holds a series of Parent Coffees during the school year to help parents understand how they can help their children at home. All sessions are offered in the morning and the evening to try and reach as many families as possible. Through this outreach we hope to help students reach their goals for academic success. Translations and childcare are offered so that more parents can attend.

❖ Young Scholars

The program identifies students in grades K through 5, for the purpose of offering enrichment opportunities embedded in classroom instruction. Opportunities for higher level thinking and exploration of information will be a major focus. This program helps us bring out the gifted behaviors in students.

❖ Title I – Step Up Language Arts (SULA) and Reading Recovery

As a Title I school, our Language Arts teachers work with students in all grades identified by the classroom teacher as needing additional academic assistance in reading and/or writing. All students in the school are eligible for this assistance. Reading Recovery provides early intervention through individualized instruction to help first grade students become successful readers and writers.

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❖ Title I – Step Up Math (SUM)

Because we now have a school-wide program we have a math resource teacher who teams collaboratively with teachers in grades 3-5 to provide instruction to students struggling in the area of math. This teacher also works with our primary teachers in specific areas as needed.

❖ Autism Program

Our autism class provides specialized instruction for identified students in grades kindergarten through five. Students are routinely and consistently included in the regular education program when appropriate for student success.

❖ Non-Categorical Program

Our three non-categorical classrooms provide specialized instruction for developmentally delayed students in all grades. Students are taught in a team-teaching situation as much as possible. There are times when the students are pulled out of the regular education setting for more intense and small group instruction.

❖ Gifted and Talented School-based Center

Beech Tree has established a school-based center program for students in grades three through five. The center program is designed to provide accelerated and/or enriched instruction for students. Students are identified through the regular gifted and talented screening process as well as supplementary testing completed at our school. Our program has become the model for other schools who are establishing school-based GT center programs.

❖ FECEP/Head Start

A classroom program for preschool children ages three and four that provides enrichment experiences to identified students who qualify (i.e., income-based) and bring them into the school setting earlier than at age 5 when they become eligible for kindergarten. This *head start* helps prepare them for school, both socially and academically.

❖ Challenge 24

A tournament-style competition based on the 24 Game, where students use computation skills to arrive at the answer 24 using the numbers listed on each card. This builds fluency in basic number facts.

❖ First in Math

This is the electronic version of Challenge 24 played on-line and available at home. This allows students to practice their computations skills at home, while continuing to build fluency.

❖ Continental Math

Problem solving competitions where students use strategies such as using manipulatives, drawing a picture, looking for a pattern, guess and check, making a table or chart, and working backwards to solve challenging problems within a 30 minute time limit.

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- ❖ **Odyssey of the Mind**
A team competition where students learn to use teamwork, creative problem solving, divergent thinking, and persistence to solve long term problems and work on spontaneous creative tasks.

- ❖ **Foreign Language in Elementary Schools (FLES)**
An approach to language learning that allows students to develop basic communicative skills in a language other than English while reinforcing and enriching content in other disciplines. It develops students' language proficiency by providing language instruction that supports the concepts taught in the subject areas at the respective grade level. Generally, programs have 30 minutes of instruction two times per week during content area instruction, which is articulated through middle and high school. The Beech Tree family is studying Arabic.

- ❖ **Foreign Language Experience (FLEX)**
An after school program designed to expose students to a new language. The focus of the program is to teach a basic understanding of the language and culture in a relaxed, fun atmosphere. The Beech Tree family is currently studying Spanish in the after school program.

- ❖ **Girls on the Run (GOTR)**
A program that encourages girls' self-esteem and healthy lifestyles through running.

- ❖ **EIRI (formerly PALS)**
The Early Intervention Reading Initiative is a program that is put into place to support kindergarten students identified as needing additional instruction in reading.

- ❖ **PAL's Mentor Program**
Parent Assisted Learning - A program that allows children to have weekly positive interaction with mentors; such as parents, high school students, and community volunteers.

- ❖ **Book Buddies**
An in-house program where upper and lower grade classes are paired on a weekly basis to enjoy reading activities.

- ❖ **Parent Computer Classes**
An adult education class offered in the spring at Beech tree in which community members can become comfortable using a computer. The class explores the keyboard, mouse, the internet and components of Microsoft Office. The class consists of 6 sessions. It is our hope that we can begin offering an intermediate class for parents.

- ❖ **In-House Staff Development**
A school-based team that meets regularly to develop and present topics in response to staff feedback. Taking advantage of the talent within our building saves us valuable time and resources and is more meaningful coming from fellow teachers.

❖ Word Masters

A fun and mind-stretching classroom competition for Language Arts students in grades 3 - 12. It encourages growth in vocabulary and verbal reasoning because it addresses higher-level word-comprehension and logical abilities. WordMasters helps students learn to think both analytically and metaphorically by challenging students to solve analogies based on relationships among words they have learned for the competition.

❖ SCRIPPS Howard Spelling Bee

A school competition where students individually improve their spelling, increase their vocabulary, and develop their English language skills. This program leads to one student participating in the Regional Competition.

❖ Parents as Educational Partners

A program that helps second language parents understand and make connections with the Fairfax County Public Schools system.

❖ Responsive Classroom (UVA Study)

A study that begins by training all upper grade teachers on the Responsive Classroom method and evaluates its impact on student achievement using a variety of means. By the end of the study, all upper grade teachers will have been trained in Responsive Classroom, which is a well-respected program.

❖ After School Intervention Program

A Fairfax County Public Schools Title I class offered twice a week to a limited amount of students who need assistance in Math and Reading.

❖ Beaver Buddies

An after school homework assistance program for primary students, taught voluntarily by teachers once a week.

❖ Friends of Chips

Meetings designed specifically for Vietnamese speaking and Spanish speaking parents of students at Beech Tree, held in their home language to assist them in becoming a more integral part of the Beech Tree community.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

STUDENT ACHIEVEMENT GOAL: All students will obtain, understand, analyze, communicate, and apply knowledge and skills to achieve success in school and life.

Check all that apply to this school improvement plan objective.

- | | |
|--|---|
| <input checked="" type="checkbox"/> 1.1. Achieve their full academic potential in the core disciplines of: | <input type="checkbox"/> 1.3 Explore, understand, and value the fine and practical arts. |
| <input type="checkbox"/> 1.1.1 English language arts | <input type="checkbox"/> 1.4 Understand the interrelationship and interdependence of the countries and cultures of the world. |
| <input checked="" type="checkbox"/> 1.1.2 Mathematics | <input type="checkbox"/> 1.5 Effectively use technology to access, communicate, and apply knowledge and to foster creativity. |
| <input type="checkbox"/> 1.1.3 Science | |
| <input type="checkbox"/> 1.1.4 Social studies | |
| <input type="checkbox"/> 1.2 Communicate in at least two languages | |

SCHOOL IMPROVEMENT PLAN OBJECTIVE: *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*

Beech Tree staff will implement strategies in Mathematics that will assist students in subgroups to meet pass/proficiency and pass/advanced levels on the Virginia Standards of Learning Assessments, thus making AYP.

RATIONALE FOR OBJECTIVE: *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

Data Sources:

- Beech Tree SOL Math scores are decreasing in the subgroups.
- BART demonstrated areas of concern in grades 3-5.
- Common assessments demonstrate a continuing need for remediation for some groups.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

- Looking forward proactively Beech Tree SOL Math scores within the subgroups need to increase in order to meet pass/proficiency and pass/advanced in the future.

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Best Practice Research:

- Dr. Howard Gardner's research shows that when students are able to explore standards-based content through the use of multiple intelligences and diversity in process to apply their knowledge, the students become well-rounded, successful individuals.
- Dr. Carol Ann Tomlinson's research demonstrates differentiating within the classroom produces higher interest and productivity levels.
- Research in Professional Learning Communities shows that the more teacher teams collaborate to look at student performance, the greater the successes.
- Research shows that the use of manipulatives to support instruction increases student mathematical understanding in grades K-8.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

| Goal Number | Performance Indicators <i>(Specific <u>M</u> measurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound)</i> |
|-------------|---|
| 1.1.2 | 80% of Kindergarten students will obtain a level 3 or higher in the math Assessment Learning Profiles (ALPs) by the end of year. |
| 1.1.2 | Student performance on the SOL tests in mathematics in grades 3-5 will be greater than or equal to 79% for each subgroup measured in the spring testing of 2008-2009. |
| 1.1.2 | In the third quarter, e-CART student performance will be greater than 75% for grades 3-5. |

**STUDENT ACHIEVEMENT GOAL—ACADEMICS
WORK PLAN: Math**

| SCHOOL IMPROVEMENT PLAN OBJECTIVE: | | | | | | | |
|---|--|--|---|----------------------|----------------------|----------------------|---|
| Strategies | Person(s) Responsible | Materials Needed and Costs | Time Line | | | | In-Process Measures |
| What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i> | Person(s) who will monitor the strategy. | What materials will be use to implement the strategy? What are the costs? | Check the projected quarter for implementing the strategy this school year. | | | | How we will monitor progress. |
| | | | 1 st Qtr. | 2 nd Qtr. | 3 rd Qtr. | 4 th Qtr. | |
| 1. Math Resource teacher will coach, model and observe lessons to new teachers and to those teachers that request support to meet needs of all learners. (New teachers receive priority.) | Mr. Reinecker | Resources from the Math Lab, FCPS pacing guides, attendance at Math Academy Courses, Every Day Calendar Math, Silver Burdett, Investigations, Top Score, Destination Math, and the SOL Review books. | X | X | X | X | PLC meeting agenda items and notes and monthly check-in with administration. |
| 2. The GT Resource teacher will model lessons and share resources to provide enrichment to all learners. | Ms. King | Lightbulb Lab, William and Mary materials, Moviemaker, Claymation, Photostory, Jacob’s Ladder, Philosopher’s Club and GT resources. | X | X | X | X | PLC meeting notes, Ms. King schedule, LEARN lesson plans and monthly check-in with administration |
| 3. The Math Lab will be utilized as a resource room to meet the needs of all learners in mathematics. | Beech Tree Staff | In-school resources. | X | X | X | X | PLC meeting agenda items and notes. Monthly check-in with Mr. Reinecker and administration, and resource check out log. |
| 4. The Math Committee will create an open “Teacher Observation” System to allow fellow teachers to come observe math lessons being taught by different grade levels. | Beech Tree Staff | Posting of specific Teacher Math blocks in teacher common areas. | X | X | X | X | PLC meeting agenda items and notes. |
| 5. The Math Committee will encourage the use of manipulatives as well as “Math Word Sort” cards at all grade levels. | Beech Tree Staff | Manipulatives in the Resource Lab. | X | X | X | X | PLC meeting agenda items and notes. Monitoring by staff of student understanding on activities and assessments. |

| SCHOOL IMPROVEMENT PLAN OBJECTIVE: | | | | | | | |
|---|--|---|---|----------------------|----------------------|----------------------|---|
| Strategies | Person(s) Responsible | Materials Needed and Costs | Time Line | | | | In-Process Measures |
| What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i> | Person(s) who will monitor the strategy. | What materials will be use to implement the strategy? What are the costs? | Check the projected quarter for implementing the strategy this school year. | | | | How we will monitor progress. |
| | | | 1 st Qtr. | 2 nd Qtr. | 3 rd Qtr. | 4 th Qtr. | |
| 6. The LA Committee along with the classroom teachers and math committee continue to support math vocabulary through the use of games, charts, posters, test taking strategies, and literature. | Beech Tree Staff | Games, charts, posters, test taking strategies, and literature | X | X | X | X | PLC meeting notes, e-CART scores, informal assessments, and SOL scores. |
| 7. Morning messages will be used to promote math vocabulary and critical thinking in grades K-4. | Teachers K-4 | Responsive Classroom resources, chart pad and markers. | X | X | X | X | Morning Meetings |
| 8. All teachers will consistently integrate graphs, maps, charts, and timelines into their social studies curriculum in order to reinforce math skills. | Beech Tree Staff | Graphs, Maps, Charts, and Timelines | X | X | X | X | Through common assessments, student activities and SOL. |
| 9. Science instruction will support math by teaching/reviewing how to use measurement tools, data, charts, and graphs. | Beech Tree Staff | Measurement tools, charts, graphs | X | X | X | X | Formal/informal assessments and teacher observations |

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

STUDENT ACHIEVEMENT GOAL: All students will demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives.

Check all that apply to this school improvement plan objective.

- | | | | |
|---|---|------------------------------|--|
| <input checked="" type="checkbox"/> 2.1 | Demonstrate sound moral character and ethical judgment. | <input type="checkbox"/> 2.5 | Be inspired to learn throughout life. |
| <input type="checkbox"/> 2.2 | Be able to contribute effectively with a group dynamic. | <input type="checkbox"/> 2.6 | Courageously identify and pursue their personal goals. |
| <input type="checkbox"/> 2.3 | Develop the resilience and self-confidence required to deal effectively with life's challenges. | <input type="checkbox"/> 2.7 | Develop practical life skills. |
| <input type="checkbox"/> 2.4 | Possess the skills to manage and resolve conflict. | <input type="checkbox"/> 2.8 | Make healthy and safe life choices. |

SCHOOL IMPROVEMENT PLAN OBJECTIVE: *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*

The Beech Tree staff is implementing school-wide Responsive Classroom in grades K-4, using logical consequences, redirection and positive teacher language. (Grade 5 will be trained summer 09)

RATIONALE FOR OBJECTIVE: *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

Data Sources:

- Number of students referred to the office increases throughout the year.
- Students are seen exhibiting inappropriate behavior when walking in large groups.
- Assembly behavior does not always meet the high expectations of the Beech Tree Community.
- Recent vandalism of the school demonstrates a need to instill appropriate community values

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

- Some teachers are unsure of behaviors that warrant direct referral to the office

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- Teachers use a variety of discipline techniques

Best Practice Research:

- Responsive Classroom and PBIS research shows that when students are presented with pro-active problem solving strategies and modeled proper behavior, students are more likely to succeed in the classroom and their school community.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

| Goal Number | Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i> |
|---------------|--|
| 2.1, 2.4, 2.8 | Teacher feedback on a survey from those participating in the Responsive Classroom Study. |
| 2.1, 2.4, 2.8 | Office referrals will have proper progressive discipline documented when students are brought to the office. |

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

| SCHOOL IMPROVEMENT PLAN OBJECTIVE: | | | | | | | |
|---|--|---|---|----------------------|----------------------|----------------------|--|
| Strategies | Person(s) Responsible | Materials Needed and Costs | Time Line | | | | In-Process Measures |
| What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i> | Person(s) who will monitor the strategy. | What materials will be use to implement the strategy? What are the costs? | Check the projected quarter for implementing the strategy this school year. | | | | How we will monitor progress. |
| | | | 1 st Qtr. | 2 nd Qtr. | 3 rd Qtr. | 4 th Qtr. | |
| 1. The Beech Tree Beaver Expectations Student/Staff Handbook was distributed, contents reviewed and the importance of follow through emphasized. | Mrs. Phillips, Ms. Daugherty, and Mrs. Aspuria | Administration | X | | | | Teacher Check Off Sheet |
| 2. Behavioral expectations were reviewed with students the first week of school one class at a time. | Mrs. Phillips, Ms. Daugherty, and Mrs. Aspuria | Administration | X | | | | Admin calendars |
| 4. Teachers will model how to use science materials. | Beech Tree Staff | Science Materials | X | X | X | X | Observing use of student materials |
| 5. Administration will send at least 5 teachers to Responsive Classroom Training each school year. | Administration | Approx \$1700 | | | | X | The purchase order for 5 teachers for the Spring/Summer of 2009. |
| 6. Science labs will follow Responsive Classroom cooperative learning techniques. | Beech Tree Staff | | X | X | X | X | Classroom observations. |
| 7. Administration will schedule meetings with each class to review expectations each quarter. | Ms. Daugherty and Mrs. Aspuria | Picture books for primary | X | X | X | X | Ms. Daugherty and Mrs. Aspuria's calendar. |
| 8. Essential Citizenship skills will be modeled and reinforced through the Social Studies Curriculum. The morning meeting also provides opportunity to incorporate the Social Studies Curriculum, ie citizenship, community, etc. | All Teachers | Chart Paper, Markers, Rugs, Turn-Around Training, Responsive Classroom literature available in professional Library | X | X | X | X | Classroom observations |

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STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

STUDENT ACHIEVEMENT GOAL: All students will understand and model the important attributes that people must have to contribute to an effective and productive community and the common good of all.

Check all that apply to this school improvement plan objective.

- 3.1 Know and practice the duties, responsibilities, and rights of citizenship in a democratic society.
- 3.2 Be respectful and contributing participants in their school, community, country, and world.
- 3.3 Understand the purpose, role, and means of interaction with the different levels of government.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*

The students, staff, and school community at Beech Tree Elementary will use the outdoor classroom to support instruction.

RATIONALE FOR OBJECTIVE: *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

Data Sources:

- Current data demonstrates that less than 1% of classrooms are currently using the Beech Tree Gardens
- Classroom conversations with students suggests that students don't always know where their food comes from

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

- Currently no documented plan includes the incorporation of the Beech Tree gardens in the curriculum.
- VA SOLs offer repeated opportunities for inclusion of practical gardening exercises, yet they are not currently being implemented
- The community service requirements of Middle Schools and High Schools allow students at those levels to receive recognition for service; elementary students are not necessarily aware of the importance of community service at the higher grade levels

Best Practice Research:

- Research from the National Gardening Association shows that gardening benefits the whole child. Gardening not only offers students active and engaging connections to academics, from science and math to nutrition and literacy, it also captures kids' interest, teaches them nutrition skills and gives them a sense of pride in their accomplishments. Through the use of our outdoor

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gardening area, the Beech Tree community will provide a way for the students to improve and give back to our surrounding community.

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STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

| Goal Number | Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound Goals)</i> |
|-------------|---|
| 3.2 | Beech Tree students will demonstrate awareness of the Beech Tree Gardens and be able to communicate their personal involvement through writing, pictorial representation, multi-media, and/or story telling by the end of the fourth quarter. |

STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY WORK PLAN

| SCHOOL IMPROVEMENT PLAN OBJECTIVE: | | | | | | | |
|--|--|---|---|----------------------|----------------------|----------------------|-------------------------------|
| Strategies | Person(s) Responsible | Materials Needed and Costs | Time Line | | | | In-Process Measures |
| What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i> | Person(s) who will monitor the strategy. | What materials will be use to implement the strategy? What are the costs? | Check the projected quarter for implementing the strategy this school year. | | | | How we will monitor progress. |
| | | | 1 st Qtr. | 2 nd Qtr. | 3 rd Qtr. | 4 th Qtr. | |
| 1. Teams will each select a garden project that creates and supports global awareness and responsibility. | Team Leaders | Materials will vary according to project. Costs will be supported through the PTA, Grants, school funding and other resources. | X | X | X | X | PLC notes and agenda items. |
| 2. The plants in the garden will incorporate the Social Studies curriculum. | Classroom Teachers | Materials will vary according to project. Costs will be supported through the PTA, Grants, school funding and other resources. | X | X | X | X | PLC notes and agenda items. |
| 3. LA Committee will sponsor quarterly grade level writing and will make a bulletin board quarterly with the writings about the gardens. | LA Committee members | Reading teachers and librarian will start including more books on insects, plants, environment of the garden, fiction, and non-fiction. | X | X | X | X | Bulletin boards |
| 4. The outdoor classroom ecosystem will be enhanced through Science labs. | Classroom teachers | Butterfly Unit, Cricket Unit, and others as needed. | X | X | X | X | PLC notes and agenda items. |